



I. TRANSITION ASSESSMENT MEANS:

- An integrated, comprehensive, competitive employment-oriented evaluation
- Provided by a Community Rehabilitation Program (CRP) or Supported Employment Service Provider (SESP), in partnership with Vocational Rehabilitation (VR)
- May include one or both of the following components:

Comprehensive Transition Assessment (CTA): This component will include:

- a variety of hands-on, paper/pencil, and community based assessment measures
- the identification and evaluation of the student's vocational interests, work skills/abilities, and work related behaviors that are specific to students with disabilities within the secondary school system who have limited or no work experience
- the identification of a vocational goal and appropriate post-school outcomes

Community Based Transition Assessment (CBTA): This component will consist entirely of community based assessment sites focusing on:

- the identification and evaluation of work-related strategies for students with disabilities who need more intensive, job site assessment
- the identification of specific strategies/accommodations which may increase the student's opportunity for success in a post-secondary educational, training or work environment

II. TARGET POPULATION

- **Transition Assessment** is designed specifically for students with significant disabilities who are either receiving special education services or services under a 504 plan; meet VR's criteria for designation as an individual with a significant disability (SD); are not on a waiting list through VR's Order of Selection.
- **Transition Assessment** is available to students as early as January prior to the student's final year of school, or earlier, if determined appropriate by VR. The specific time of referral should be based upon the individual needs of the student, and in accordance with VR best case practice

III. REFERRAL PROCESS

- Students will need to be referred by school district personnel to VR
- VR may provide transition assessment services to any student who is:
 - eligible for VR, and

- identified by the IEP team or 504 coordinator as a student who has:
 - ... very limited work experience
 - ... may have difficulty making a successful transition from school to a work setting without additional supports or supervision, and
 - ... would benefit from participation in transition assessment services
- VR will contact participating CRP/SESPs to coordinate contact with school personnel and families.

IV. BEST CASE PRACTICE: TRANSITION STUDENTS

When coordinating and arranging assessment services for transition students who are currently enrolled in the secondary school setting, key factors should be addressed and agreed upon by the school district, provider, and VR, prior to service initiation, which include, but are not limited to, the following:

General time frame transition assessment services will be provided:

- Identify number of hours student will be released during the school day
- Identify number of days per week/total number of weeks student will be participating

Procedures for releasing students/transportation arrangements:

- Identify who is responsible for signing the student in/out of school
- Identify who is responsible for transporting the student to/from all assessment-related activities
- Identify who is responsible for transporting the student to/from home if participation in the assessment activities interfere with the student's regular transportation (i.e. school bus)
- Identify how/when school district and/or parents will be contacted if the student becomes ill during the assessment

Procedures for ensuring the student is able to eat lunch

- Determine if student will eat lunch at school or provider location
- If student is on "free and reduced lunch," how will this be provided?

Procedures for addressing student and provider absences

- How/who will notify the provider if the student is absent?
- How/who will notify the school if provider is sick or running late?

Procedures regarding confidentiality and liability related issues

Procedures for taking any necessary disciplinary action, and enforcing school-related policies when students are off-campus, to include, but not limited to:

- Following the school dress code
- Tobacco policies

Procedures regarding the level of student supervision expected by the school district

Procedures for awarding credit/coordinating classroom instruction

Primary contact person/phone:

- School . . . WEC or a designated staff person
- CRP/SESP . . . case manager or evaluator
- VR . . . VR Counselor and District Supervisor

V. PROVISION OF TRANSITION ASSESSMENT SERVICES

▪ CTA Component will involve:

- a variety of assessment measures (including community-based activities)
- focusing on the identification and evaluation of the student's vocational interests, work skills/abilities, work-related behaviors, and
- be completed within two months for all students

▪ The CTA must include the following:

- assessment activities at local community-based job sites
- consideration of the student's expressed interests
- job site availability
- integration with non-disabled individuals
- minimal in-house assessments
- identification of both short and long-term jobs/careers within the local job market or neighboring communities
- access to transportation
- personal interview with the student
- at minimum, a phone interview or email correspondence with
 - ... the student's family or primary caregiver
 - ... the student's primary special education teacher and/or WEC
 - ... a representative from any other adult agency that may be providing services
- The CRP/SESP will adhere to the school's confidentiality/release of information procedures
- An evaluation of the student's ability to differentiate between a school environment and a work environment
- The following should be considered when identifying appropriate community-based job sites:
 - ... functional academic skills and learning style
 - ... communication skills
 - ... strength/endurance and general mobility issues

- ... challenging behaviors
 - ... work incentives/disincentives such as Social Security and Medicaid
 - ... transportation and residential options after graduation
 - ... independent living skills (ability to self-administer medication/access workplace restrooms, etc.)
 - ... history of family/caregiver work ethic, and work-related values
 - ... current community and family/caregiver supports
 - ... secondary disability-related issues such as juvenile court/legal concerns, mental health or substance abuse issues, or just general safety concerns in the workplace given the student's disability
- Review of the information provided by the student, school, or family shall include:
- a brief case history with a description of the student that includes pertinent medical, psychological, educational and vocational information
 - identification of a student's vocational interests/vocational goal
 - activities at a minimum of three community-based work sites for a minimum of twelve hours total, unless one of the following exceptions occurs:
 - ... the student's disability precludes them from going to three sites
 - ... the student's disability precludes them from being in any given site for the required minimum hours
 - the name and description of the community-based work sites
 - the number of hours the student was assessed at each site
 - the following information:
 - ... data collected from student self-reports
 - ... interest inventories
 - ... student performance on community-based work sites
 - ... in-house testing, phone/personal interviews, and
 - ... the student's IEP or 504 plan
 - both short and long-term employment outcomes or career opportunities commensurate with the student's skills and abilities.
 - make recommendations for additional services which may include, but not be limited to one of the following:
 - ... participation in full-time educational coursework within the school setting
 - ... participation in an on/off campus work-experience program developed and supervised by the school district
 - ... participation in the COOP supervised by the WEC, in partnership with the VRC
 - ... participation in a vocational training program at an area vocational-technical school

- ... participation in other employment and/or training programs at a CRP/SESP (excluding services such as employee development training if the vocational goal is supported or sheltered employment), adult agency provider, or workforce development center, in partnership with VR
- ... participation in a supported employment program at the CRP or SESP, in partnership with VR. [It should be noted that the transition assessment will also serve as the supported employment assessment. If supported employment services are recommended and agreed upon, the VRC will utilize the transition assessment as the supported employment assessment and prepare an authorization for supported employment services, which may begin as early as the student's final year of school.]
- ... certification for extended (sheltered) employment
- ... participation in CBTA at the CRP or SESP, in partnership with VR

▪ **The CTA Staffing shall:**

- be conducted upon completion of the CTA and prior to the provision or authorization of any further VR services.
- include the student, student's parents or primary caregiver, representatives from the school district, the VRC, appropriate CRP or SESP staff, and any other representatives from the IEP team/504 planning coordinator or outside agencies as determined appropriate.

▪ **The CTA Authorization shall:**

- cover the cost of a CTA at a CRP/SESP prepared by the VRC
- be at a specified flat rate, and
- be payable at the end of the first month and include a progress report. The remaining half is payable at the end of the assessment which includes the final CTA staffing, and the final CTA report
- full assessments of less than one month in duration are payable at the end of the assessment and must be submitted with the final assessment report

▪ **CBTA Component will:**

- consist of community-based assessments for students who need more intensive, job site assessment
- focus on the identification of a vocational goal and specific strategies and/or accommodations which may increase the student's opportunity for success in a post-secondary educational, training, or work environment
- be authorized when recommendations from the CTA clearly support the need to identify and develop additional community-based job sites **and/or** arrange for more time to be spent with the student on existing job sites.

▪ **The CBTA must include the following:**

- 100% of the assessment activities at local community-based job sites, based upon the student's expressed interests, job site availability, and integration with non-disabled individuals
- identify specific strategies and/or accommodations necessary to assist the student in meeting employer expectations, accepting constructive criticism on the job, interacting appropriately with co-workers on the job site/at break time, displaying appropriate interpersonal skills at work, and completing job tasks with good quality, and in a timely manner

▪ **The CBTA report shall:**

- include a brief summary of the student's performance during the CTA and why the student was recommended for CBTA services
- support the identification and evaluation of a vocational outcome and work-related strategies and/or accommodations
- include transition assessment activities based upon either existing community-based job sites which have been developed through the previous CTA and/or new, community-based job sites
- include the name and description of the community-based work site(s) as well as the number of hours the student was assessed at each site
- include the following information:
 - ... data collected from student self-reports
 - ... student performance on community-based work sites
- include recommendations which will incorporate both short and long-term employment outcomes or career opportunities commensurate with the student's skills and abilities
- make recommendations for additional services which may include, but not be limited to, one of the following:
 - ... participation in full-time educational coursework within the school setting
 - ... participation in an on/off campus work-experience program developed and supervised by the school district
 - ... participation in the COOP supervised by the WEC, in partnership with the VRC
 - ... participation in a vocational training program at an area vocational-technical school
 - ... participation in other employment and/or training programs at a CRP/SESP (excluding services such as employee development training if the vocational goal is supported or sheltered employment), adult agency provider, or workforce development center, in partnership with VR
 - ... participation in a supported employment program at the CRP or SESP, in partnership with VR. [It should be noted that the transition assessment will also serve as the supported employment assessment. If supported employment services are recommended and agreed upon, the VRC will utilize the transition assessment as the supported employment assessment and prepare an authorization for supported employment services, which may begin as early as the student's final year of school].
 - ... certification for extended (sheltered) employment
 - ... participation in CBTA at the CRP or SESP, in partnership with VR

▪ **The CBTA staffing shall:**

- be conducted upon completion of the CBTA and prior to the provision/authorization of any further VR services
- include the student, and may include student's parents or primary caregiver, representatives from the school district, the VRC, appropriate CRP or SESP staff, and any other representatives from the IEP team/504 planning coordinator or outside agencies as determined appropriate

▪ **The CBTA authorization shall:**

- be prepared after outcomes from the comprehensive transition assessment have been met, and a recommendation for CBTA has been agreed upon
- the amount authorized will be at a specified flat rate, and should be completed within two months for all students
- be payable at the end of the first month and shall include a progress report
- the remaining half is payable at the end of the assessment and delivery of the assessment report